



EXPLORE THE IMPACT OF DIGITAL LITERACY FOR LIFELONG LEARNING

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Abstract

The role of digital and media literacy in 21st century education is an unquestionable one. The major trends sweeping the world today starting with the exponential growth of information and communication technologies have transformed industrial societies into knowledge societies, which, in turn have led to visible shifts in the educational paradigms and the need for cultivating newer skills and competencies. These skills are manifold and essentially call for critical comprehension and constructive production in scenarios where information is vast and our capacity for attention, limited. These are also key competencies that seek to energize our voices, enhance our choices, and safeguard us from the concomitant risks of digital security violation and intemperate media brainwashing. The components of Critical, Creative, and Collaborative Inquiry bear a consistent relationship with the Digital and Media Literacy repertoire, and embed themselves readily into the consumption, comprehension and production of various forms of mediated communication. Information literacy is regarded as the basis for learning in our contemporary environment of rapid and sophisticated technological change. As information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the needs for learners to engage with the information environment as part of their formal learning processes. The achievement of lifelong learning and making citizens become information literate is the target of many nations as far as millennium development goals and vision 2015 are concerned. This paper presents a literature review on information literacy and lifelong learning pointing out the relationship between the two and their benefits, and finally, Information Literacy is capable of serving as the catalyst for effective lifelong learning of people all over the world. For success in all initiatives towards Lifelong Learning, Information Literacy Instruction is the key.

Key word:-digital literacy, lifelong learning, information technology

Introduction

Everyone relies on information every day. With widespread use of the Internet, it becomes clear that skills required are not merely how to use computers or how to get information, but rather how to solve problems and how to create values with the help of others through information networks. Information may come from another person, from a paper-based magazine or book, report or newspaper, from a digital source such as a database, a search engine or a e-book accessed through a computer, or it may come from any other form of media: film, video, DVD, radio, television, etc. In the era of lifelong learning, information literacy has relevance for all ages from primary to senior citizens. Information literate people understand more than how to find information, they understand its limitations and the need to examine how they use information, and they understand how to manage and communicate information. The internet and the web, have introduced a new society where people

can share information freely, anywhere, at anytime, across the globe. Information networks have become an essential element of our lives and the global economy. In such information in updated world, information literacy is an essential and discrete dexterity. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and expend their investigations, become more self directed, and assume greater control over their own learning. An information literate individual is able to(Jackendoff, 2009):

Determine the extent of information needed

Access the needed information effectively and efficiently

Evaluate information and its sources critically

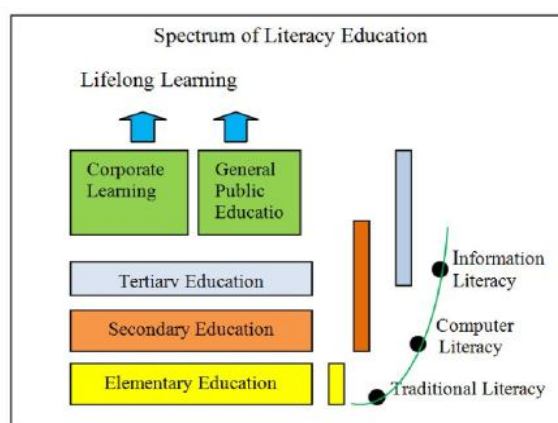
Incorporate selected information into one's knowledge base

Use information effectively to accomplish a specific purpose

Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

The Need for Lifelong Learning the inevitability of lifelong learning in knowledge oriented societies implies that school systems should have different objectives and characteristics than if education were considered to have been completed when a student leaves initial education. Yet in practice, there remains a tendency for school education to be assessed in terms of the achievements and targets that systems have set themselves, rather than their broader success in laying the foundation for lifelong learning. In the knowledge economy, memorization of facts and procedures is not enough for success. Educated workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge. They need to be able critically to evaluate what they read, be able to express themselves clearly both verbally and in writing, and understand scientific and mathematical thinking. They need to learn integrated and usable knowledge, rather than the sets of compartmentalized and decontextualized facts. They need to be able to take responsibility for their own continuing, life-long learning(Yalız Solmaz, 2017).

SPECTRUM OF LITERACY EDUCATION



(Source: *Information Literacy: How does it differ from Traditional or Computer Literacy?* By Taizo Nishimuro)

Figure1. Spectrum of Literacy Education

Literature review**Integrating 21st century digital literacy skills into education systems**

What does it mean to be a successful learner or graduate in today's world? While in years past, a solid acquisition of the "three Rs" (reading, writing, and arithmetic) and mastery in the core academic subjects may have been the measure of attainment, the world of the 21st century requires a radically different orientation. To participate effectively in the increasingly complex societies and globalized economy that characterize today's world, students need to think critically, communicate effectively, collaborate with diverse peers, solve complex problems, adopt a global mindset, and engage with information and communications technologies, to name but just a few requirements. The new report from Brookings. In this digitalized world, Information plays a prominent role and each and every one relies on it. It may come from paper/sound/visual/images based material and also it may be in the form of oral/written/image etc. In education, it is supported as the backbone to every happening. For effective accomplishment of any endeavors that will need the people effectively use the information scattered before them is the "Information Literacy" (IL). In the age of Lifelong Learning (LLL), Information Literacy is an important skill to move ahead across the globe, flooded with information in an unprecedented way. The Information literate, has an ability to take informed decisions/solve their problems and know how to learn. Information Literacy is an enabler to touch all the dimensions of learning, and it is the key to success of anyone's life in the information society. Against this environment, this paper discuss the concept of Information Literacy, Lifelong learning, appearances of information literates and addresses the relationship between Information Literacy and Lifelong learning(OECD/CERI, 2008).

Information literacy and lifelong learning

In an era of lifelong learning, this effectively means that information literacy has relevance for all ages from primary school to senior citizens(Paper, 2014). Information literate people understand more than how to find information, they understand its limitations and the need to examine how they use information, and they understand how to manage and communicate information. Information literacy is an essential and discrete dexterity everyone relies on information every day

The Prague Declaration - "Towards an Information Literate Society states that information literacy is a human right of lifelong learning. Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning. Although information literacy has been declared basic human rights there are several assumptions that affect this right(Nayda & Rankin, 2008):

- information literacy is learnt through osmosis
- information literacy is covered by or is the same as information technology (ICT)
- as technology improves access to information will become easier and therefore negate the need for information literacy
- information literacy is an updated version of library skills and is therefore related to printed sources
- With the emergence of electronic sources and e- literacy and media literacy this negates the need for information literacy. .

An Information Literacy Module for Developing Information Literacy Skills

Information literacy education was introduced in the Introduction to Comparative Politics course at the University of West Florida initially in an attempt to generate higher quality research papers. Skill-building exercises were administered over the course of the semester to create a building-block effect. Students were taught to start with a puzzle or curiosity, then to formalize the research question, to search for relevant information, to analyze information, and to reason to conclusions (Loganathan, Librarian, Sekar, Librarian, & Officer, 2015). The first exercise in the information literacy module is the Search Term Triangulation exercise. The exercise is designed to get students to begin to consider ideas for their paper topic, to get them to focus on specific words that they can use in searching the library catalog and databases for information and to get them to think in terms of asking a research question and using the paper to answer it. The motivation for this exercise is the idea that all good research begins with a puzzle. The Search Term Triangulation exercise emerged out of a comment made during library instruction given by the Social Science Librarian at the University of West Florida. The librarian was showing students how to perform an advanced search for journal articles in the database, and she said that two search terms often do not provide specific enough search parameters but that three search terms provide a broad topic, a focal point, and a clarifying term. This combination of three elements, she indicated, tends to produce more narrow results and yields a list of resources targeting the topic more precisely. The exercise developed for purposes of the Country Issue Study assignment requires students to insert a country at the top point of the triangle, an issue facing the country at the lower left point, and a clarifying term at the lower right point. The assignment requires students to insert three synonyms for each term just inside the triangle diagram at each point, corresponding to instruction about truncation and how to use alternate words when searching databases and library catalogs. Students are then asked to formulate a research question that incorporates all three terms and to write this question beneath the triangle diagram (OECD/CERI, 2008).

Information Literacy Assessment: Moving beyond Computer Literacy

Information literacy is a concept that has evolved as a result of recent efforts to move technology-based instruction and research to a level above the long-held concepts previously associated with "computer literacy"; the focus of information literacy education being the development of students' abilities to construct/collect and analyze information in a way that provides the basis for effective decision making. In this study, the authors assess the information literacy levels of some 600 college students with results of the study indicating that students' information literacy achievement levels were modest at best--only 40% of the students achieved a "passing" grade on the exam. Additional results show significant differences in achievement among the various groups of students with, for example, females scoring significantly higher than males on the exam (Narasappa & Kumar, 2016). Information literacy is regarded as the basis for learning in our contemporary environment of rapid and sophisticated technological change. "As information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the needs for learners to engage with the information environment as part of their formal learning processes". Bruce proceeds to say that "Information literacy is generally seen as pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development. In addition to this, Information literacy is a natural extension of the concept of literacy

in our information society, and information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow". Information literacy refers to the process whereby a learner develops the capacity to work independently and socially and learns to participate in, benefit from, and contribute to the information society and the wider global community. Information literacy can be said to be a key factor in lifelong learning. Lau refers to it as the first step in achieving educational goals. According to Lau. The development of such competencies should take place throughout citizens' lives, especially during their educational years. There is no doubt about the fact that every aspects of life from education, leisure, and work environment to social interactions are being influenced by information technology. Moreover, with the increasing use of Information Communication technology (ICT) in education the world over, new skills and competencies among students are required for them to effectively learn. For example, there are vast array of services that one can currently find online. These services are constantly growing, some of which are of general nature while others are specialized for students such as reference information on the Web which students can use including news, weather, sports, movies, encyclopedias, cartoons and games among others. As an educational and entertainment tool, ICT can enable students learn about virtually any topic, visit a museum, or play an endless number of computer games with other users(Paper, 2014).

Report finding

Information literacy is regarded as the basis for learning in our contemporary environment of rapid and sophisticated technological change. As information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the needs for learners to engage with the information environment as part of their formal learning processes(Given & Willson, 2015). The achievement of lifelong learning and making citizens become information literate is the target of many nations as far as millennium development goals and vision 2015 are concerned. This paper is a literature review on information literacy and lifelong learning pointing out the relationship between the two and their benefits. *In this digitalized world*, Information plays a high-flying role and each and every one relies on it. It may come from paper/sound/visual/images based material and also it may be in the form of oral/written/image etc. In education, it is supported as the backbone to every happening. For effective accomplishment of any endeavors that will need the people effectively use the information scattered before them is the "Information Literacy" (IL). In the age of Lifelong Learning (LLL), Information Literacy is an important skill to move ahead across the globe, flooded with information in an unprecedented way(International, Reviewed, Of, & Science, 2015). The Information literate, has an ability to take informed decisions/solve their problems and know how to learn. Information Literacy is an enabler to touch all the dimensions of learning, and it is the key to success of anyone's life in the information society. Against this environment, this paper discuss the concept of Information Literacy, Lifelong learning, appearances of information literates and addresses the relationship between Information Literacy and Lifelong learning. The study explores the relationship between information literacy and learning. In formal education, students are frequently required to independently find and use information to learn about a topic, and information literacy is often claimed to be a generic skill and graduate attribute(Saroja, 2004).

Discussion

Information overload and global competition are among the most significant challenges to all professions. Students need to be information literate to survive not just in the workplace but also to excel in the global environment. Librarians can collaborate with teaching faculty to help achieve this goal. The International Guidelines on Information Literacy have been compiled by the Information Literacy Section (InfoLit) of the International Federation of Library Associations and Institutions (IFLA) with the aim of providing a pragmatic framework for those professionals who need or are interested in starting an information literacy program. The guidelines will aid information professionals engaged in educational programs, i.e., basic and higher education, in their efforts to meet their current information needs (Vishwakarma, 2015). However, most of the concepts, principles and procedures can be applied with minimal adaptation to any library setting. Information professionals working in all types of libraries should have as one of their main institutional goals the facilitation of users' efforts to acquire information competencies. Information skills are vital to the success of lifelong learning, employment, and daily interpersonal communication of any citizen, such as when a person needs information about health services for someone in his/her care, or a student requires specific information to complete an assessment

Conclusion

Information Literacy is an enabler to touch all the dimensions of learning, and it is the key to success of anyone's life in the information society. Against this environment, this paper discusses the concept of Information Literacy, Lifelong learning, appearances of information literates and addresses the relationship between Information Literacy and Lifelong learning. Information Literacy is an essential skill required for the 21st century. Information Literacy acquisition is an ongoing process required by everyone no matter a teacher or a student. It is all about commitment to value, to worth and to success. In the context of Lifelong Learning being emphasized across the globe in all its four dimensions viz., Learning to know, Learning to Do, Learning to Be and Learning to Live Together, the need and significance of Information Literacy assumes greater significance. However, most of the concepts, principles and procedures can be applied with minimal adaptation to any library setting. Information professionals working in all types of libraries should have as one of their main institutional goals the facilitation of users' efforts to acquire information competencies.

Information skills are vital to the success of lifelong learning, employment, and daily interpersonal communication of any citizen, such as when a person needs information about health services for someone in his/her care, or a student requires specific information to complete an assessment. Information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the needs for learners to engage with the information environment as part of their formal learning processes. The achievement of lifelong learning and making citizens become information literate is the target of many nations as far as millennium development goals and vision 2017 are concerned.

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